

Grade Level: Eighth

Content Area: Economics

Objective:

Identify and differentiate between purposes and reasons for debt. Analyze benefits and costs of credit and debit. Compare sources of credit. Describe components of a credit history. Describe the components of a credit history.

Vocabulary: *Teachers- please note that students should work collaboratively to develop definitions for each vocabulary word based on research and background knowledge*

word	debt, credit, credit history
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Session 1	<ul style="list-style-type: none">• Brainstorm with students why keeping a budget is important. Talk about what an income is and how incomes vary between families here in the United States and different countries.• Come up with a class list of what families might need to spend money on and how those expenses can affect a budget.• Discuss with students the difference between building credit and debt. What is good debt? What is bad debt?• In small groups have students reflect on what they have learned today. Explain that they will use the information learned today to help them complete a task tomorrow.
Session 2 & 3	<ul style="list-style-type: none">• Review what you have discussed yesterday.• Break students into groups and give each group a task to solve.• Give students the guiding questions to talk about during their experience. Explain that they will need to come up with a creative way to share their story, problem and solution with the class.• Encourage students to use the budget template as a guide to creating and organizing their family budgets.• On the final day have students present their task to the class. Compare and contrast the differences in each family. Why are some families in debt? What are different expenses each family has? What did you notice about the family incomes? Could you live off of \$500.00 a year? How is the cost of living in Kenya different than here in the United States?

Differentiation Strategies:

<p>Special Education</p> <p>1) Provide students with a specific question to answer about the task.</p>	<p>Gifted and Talented</p> <p>1) Allow students to come up with a new way to solve the problem, or have students research and find their own economic problem to solve and share with the class.</p>	<p>English Language Learners</p> <p>1) Give students question starters to help them formulate answers about their problem. Provide extra time to build background knowledge and vocabulary.</p>
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